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ABSTRACT

The Des Moines Public Schools' New Horizons Program provides supportive services such as counseling, attendance monitoring, career-related instruction, and work experience to dropout-prone high school students and their families in order to improve students' school achievement and increase their graduation rate. Program services make it possible for students with low academic interest who are economically disadvantaged to attend consistently and stay in school. Work experience helps students see the connection between what they are asked to learn in school and the applications of that knowledge in the world of work. Program funding comes from a variety of sources, with 45% of the 1990 budget derived from sources outside the district. Most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public School students. The program evaluation included in this document contains: (1) district and New Horizon Program mission statements; (2) a context evaluation focusing on policies, standards, regulations, program content, enrollment, student needs addressed by the program, goals, improvements in program effectiveness, and the use of committees; (3) an input evaluation including information on the program budget, sources of revenue, expenditures, and community resources, (4) a process evaluation containing goals and information on staff development efforts and management systems; (5) a product evaluation presenting data on outcomes; and (6) a section on future plans. (AC)

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Des Moines Independent Community Schools
1800 Grand Avenue
Des Moines, Iowa 50309

Planning/Evaluation Report
for
1990-91

New Horizons Program

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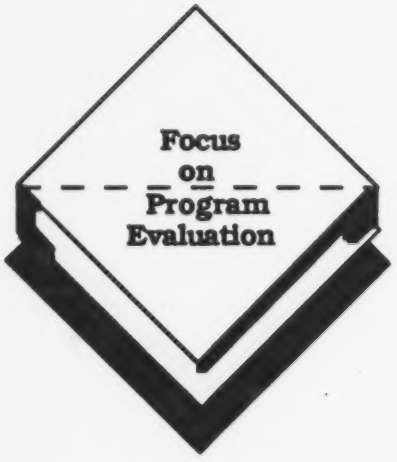

September, 1991

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New Horizons Program
Evaluation Abstract

Synopsis of Program Description

The New Horizons Program provides supportive services such as counseling, attendance monitoring, career related instruction, and work experience to dropout-prone students and their families in order to improve students' school achievement and increase their graduation rate. Program services make it possible for students who have low academic interest and who are economically disadvantaged to stay in school, to become consistent in their attendance, and to improve their school achievement. Work experience, a major component of the program, helps students focus on learning for a purpose--to see the connection between what they are being asked to learn in school and the application of that knowledge in the world of work.

Budget Summary

Funding for the New Horizons Program comes from a variety of sources. During fiscal year 1990, 14 different funding sources supported the program with approximately 45 percent of the funds derived from sources outside the District. The total budgeted during fiscal year 1990 was $1,577,946.

Staffing costs for the New Horizons Program were approximately $902,847. Youth wages comprised $277,567 of the budget, and benefits on all salaries and wages were approximately $243,706. Instructional materials, supplies and equipment used in providing services to the elderly, special projects in the community, telephones and equipment, staff inservice, and youth enrichment were budgeted at $141,526. Travel and staff mileage was budgeted at $12,300.

Staff Summary

The responsibility of the Supervisor of the New Horizons Program is to provide leadership which will maintain the integrity of the program's mission and provide management in order for the program to operate in an effective and efficient manner. The Supervisor of the New Horizons Program reports to the Executive Director of Middle and High School Programs and directly supervises the following staff who are officed at 1800 Grand: Consultant, Specialist, Private Sector/Apprenticeship Coordinator, Assistant for Handyman Programs, five handymen, and two secretarial/clerical staff. The Supervisor also directs the work of the two learning coordinators of the Dropout/Outreach Project, one each assigned to the Casady and Kurtz Facilities, and the SUCCESS Program Manager at North High School. In addition, the Supervisor has a consultative relationship with six New Horizons advisors assigned to each of the high schools and Harding Middle School, 2.5 School Within a School work experience staff, and two Home Remodeling Project instructors at East High and Central Campus. During the summer, the Supervisor directs the work of four unit leaders, 18 counselors, and two Operation Paintbrush staff.

Program Overview

In response to the needs of youth at risk in Des Moines, the New Horizons Program provides youth a variety of experiences and programs, both academic and vocational, which make it possible for youth to have productive lives. The services provided by the New Horizons Program encourage and motivate approximately 1,400 students who are at risk of dropping out of school to stay in school and improve their attendance and school achievement. The major goal of the program is to provide supportive services to youth to ensure that they graduate. These services do not supplant other educational services provided to students at risk, but supplement and reinforce them. The program services are offered through the following program components:

- Work Experience/Supportive Services
- Home Remodeling Project
- Handyman*/Chore Service
- Dropout/Outreach Project
- Private Sector Focus Project
- Apprenticeship Project
- Dropout Demonstration Project /Computer Laboratory Component
- Dropout Demonstration Project /School Within A School (SWS) Work Experience Component
- Summer Youth Employment Program

* The term "handyman" applies to a person who has skills in minor home repair without regard to gender.

Major Outcomes/Results Summary

The New Horizons Program has been successful in offering quality services for 23 years. The effectiveness of program services can best be assessed in relation to the numbers of program youth who attend school more consistently and graduate. Most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public Schools students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out of school. Over the last five years, New Horizons has consistently met the majority of its objectives including attendance rates for New Horizons students not being more than 10 percent below that of all students at the same schools, the dropout rate not exceeding five percent of the rate for all students at the same schools, and the number of placements of students in work experience activities. Also, on-the-job experiences promote general employability skill development, i.e., consistency, punctuality, learning to work cooperatively with peers and supervisors, learning to work under supervision, as well as skills unique to their work sites.

Future Plans

The New Horizons Program will continue to be responsive to the changing needs of youth and families at risk by actively improving services and structures which involve the entire community:

- personal, vocational, and educational counseling, as well as attendance monitoring
- career related instruction
- work experience placement and coordination
- outreach to dropouts
- improvement of housing stock through home remodeling, lawn maintenance, and minor home repairs and chores
- coordination of services with human service agencies

Future plans provide for the enhancement of school-based youth services, the SUCCESS Program. In light of the District's accomplishments with the SUCCESS Program, New Horizons staff are in the process of expanding the mission of the New Horizons Program so that staff provide more comprehensive services to the "whole child" within the context of his/her family; more intensive, closely coordinated services for those most in need; and more effective utilization of existing human services within the community.

Through a grant from the Iowa Department of Education (Job Training Partnership Act and Carl Perkins Vocational and Career Development Act), the District in 1991-92 will be cooperatively offering career development experiences and on-the-job training for selected minority youth in conjuntion with the Homes of Oakridge and Iowa Comprehensive Human Services.

In light of growing numbers of students and families at high risk and the need to expand services, the District has added the position of Grant Consultant whose primary efforts will be directed toward seeking funding to support programs for students at risk.

For the future, it is recommended that the District employ two specialists to confer with principals and school-based councils at all levels regarding programming for students/families at risk in order to improve the educational programming for these students and families.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7839.

New Horizons Program

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Des Moines Independent Community School District

Des Moines, Iowa 50309-3399

September, 1991

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

DES MOINES, IOWA

DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

NEW HORIZONS PROGRAM MISSION STATEMENT

"The New Horizons Program of the Des Moines Public Schools will provide supportive services such as counseling, attendance monitoring, career related instruction, and work experience to meet the needs of a selected population of students and their families in order to improve these students' school achievement and increase their graduation rate."

CONTEXT EVALUATION

The New Horizons Program provides supportive services to make it possible for dropout-prone students to stay in school, to become more consistent in their attendance, and to improve their school achievement. These supportive services include counseling, attendance monitoring, career related instruction, and work experience placement. Changing demands of the labor market for entry-level workers have made it increasingly more important to provide youth with experiences and services which empower them in their transition from school to work. Work experience, a major component of the program, helps students focus on learning for a purpose--to see the connection between what they are being asked to learn in school and the application of that knowledge in the world of work. Also, on-the-job experiences promote general employability skill development, i.e., consistency, punctuality, learning to work cooperatively with peers and supervisors, learning to work under supervision, as well as the development of skills unique to their work sites.

The New Horizons Program has been successful in offering quality services for 23 years with approximately 50 percent of the program budget derived from sources outside of the District. The effectiveness of program services can best be assessed in relation to the numbers of program youth who attend school more consistently and graduate. Most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public Schools students even though they were selected for participation in New Horizons because of their poor attendance, low school achievement, and potential for dropping out of school.

Policies, Standards, and Regulations

Services provided by the New Horizons Program are a part of the District's overall plan to meet the State Standard for Students At Risk. The State Standard is as follows (12.5 [13] Provision for At-Risk Students):

> "The board shall have a plan to identify and provide special assistance to student's who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.
>
> "The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation."

Current Program Description

(a) Content and Enrollment

New Horizons Program services were offered through the following program components during the 1990-91 school year:

- **Supportive Services/Work Experience**: provided to 461 dropout-prone students in the five comprehensive high schools and at Harding Middle School through New Horizons advisors; includes supportive services such as vocational and personal counseling, attendance monitoring, career related instruction, job development and placement, work experience monitoring, enrichment activities, and staff consultation. An additional 43 students enrolled in various educational programs, i.e., District special education programs, Alternative High School, Youth At Risk Consortium, were provided subsidized work experience services.

- **Home Remodeling Project**: provided to 43 students at East High and Central Campus; includes "hands-on" instruction in home renovation and remodeling and exploration in building trades.

•**Handyman/Chore Service**: five handymen and 42 student workers offered minor home repair and chore services to elderly, indigent, and handicapped residents of Des Moines. In 1990-91, 1,061 different clients were provided services.

•**Dropout/Outreach Project**: offered at Casady and Kurtz Facilities to 149 young people who have already dropped from school; dropouts are identified through various social service agencies and through a general mailing to District dropouts; includes re-entry to an educational program (Alternative High Schools, GED, comprehensive high schools), vocational and personal counseling, attendance monitoring, career related instruction, job development and placement, work experience monitoring, enrichment activities, and staff consultation.

•**Private Sector Focus Project**: offered to all program enrollees; includes job development and placement in semi-skilled jobs in the private sector; seeks long-term commitment of private sector employers; 109 youth were placed in private sector jobs through this component.

•**Apprenticeship Project:** apprenticeship opportunities developed for 17 high school seniors on a part-time basis while in school that have the potential of leading to full-time employment upon graduation; provides guidance and leadership to youth wishing to become skilled in their chosen trade; sponsored jointly by the Des Moines Public Schools and the Federal Bureau of Apprenticeship and Training.

•**Dropout Demonstration Project/Computer Laboratory Component**: offered at Casady and Kurtz Facilities to youth who have dropped from school; includes computer assisted instruction using the NovaNET system; cooperatively administered with Supervisor of Career, Vocational, and Industrial Education; 365 youth participated.

•**Dropout Demonstration Project /School Within A School (SWS) Work Experience Component**: offered at the five comprehensive high schools; includes career related instruction, supportive services, staff consultation, job development and placement, and work experience monitoring to 152 youth enrolled in SWS; cooperatively managed with SWS Coordinator.

•**Summer Youth Employment Program**: provided to 391 economically disadvantaged, dropout-prone youth aged 14 through 21; includes paid work experience, supportive vocational and personal counseling, and career related seminars which emphasize occupational opportunities in central Iowa and current labor market information. The summer program components include: Private Sector Project, Iowa Conservation Corps/Summer Component, Neighborhood Improvement Project, and Operation Paintbrush (Iowa Conservation Corps/Young Adult Component).

(b) Strategies and Methods

The services of the New Horizons Program have been effective in improving attendance and keeping students in school until they graduate because they are based on the following innovative, organizing concepts:

- "Hands on" experiential learning--all of us learn best by doing.
- Individualized/personalized/self-directed learning-- there should be less emphasis on doing things for youth and more emphasis on empowering youth to do more by and for themselves: youth setting their own goals, deciding how to reach these goals, and accepting the consequences of their own behavior.
- Career development activities--it is important that young people understand the profound impact that work has on peoples' lives.
- Employability skill development---young people must be provided opportunities to learn healthy work attitudes.
- Life survival skill development--young people need opportunities to develop competency in financial planning, consumerism, and civic responsibilities to prepare for adult life.
- Specially selected empathetic and innovative staff--staff often must be able to provide more of a counseling approach to deal with feelings than a group instructional approach to deal with information. Critical thinking and decision making are very important.
- Parent involvement--staff must understand and appreciate the profound impact that parents and home life have on young people and be willing to visit homes and communicate with parents.
- Broad-based community involvement and support--successful school-to-work programs need to involve parents, job supervisors, multi-funding support, advisory committees representing all segments of the community, as well as private sector linkages.

Student Needs Addressed by the New Horizons Program

The Des Moines Public Schools serves a diverse population of students which includes many defeated, discouraged children and youth who come from fragile families. Tragically, there are growing numbers of these young people and families. According to the Iowa Department of Education, between 1983 and 1990, the number of child abuse cases found to have a basis in fact rose by 39 percent and foster care placements rose by 40 percent. Also, the number of Iowa children living in poverty has doubled during the last eight years: in 1987, one in five was poor, compared with one in ten in 1979.

In spite of the District's best efforts in providing instruction, including corrective and special programming instruction, many of these youth, at best, make marginal progress in mastering basic skills and becoming employable in an increasingly technological work place.

In most American families, children learn the significance of work primarily by example as parents model these values for their children. This is not the case, though, for many of the students served by the New Horizons Program. They need special advocates to help them prepare for work. Because many disadvantaged youth have not had models for work experience, they often have not developed productive values related to work and do not see the relationship between the amount of education one has, the amount of responsibility one has, and the amount of money that one earns.

High school students who benefit from positive, supervised work experience are more likely to graduate and have consistent employment during their adult lives. The transition from school to work is critical. The opportunity for early work experience empowers young people to become part of our economic system. Early work experience also facilitates the development of attitudes and skills necessary for success on the job and in their adult lives. For this targeted group for whom the transition will be difficult, vocationally oriented support services can provide the impetus for a productive and positive transition.

Overall Goals and Objectives

The major goal of the New Horizons Program is to provide supportive services which will assist students in improving their school achievement and attendance rate in order to keep students in school until they graduate. Strategies utilized to reach this goal include individual counseling, attendance monitoring, home contacts and visits, career related instruction, and work experience. The New Horizons Program functions in support of school programs at Harding Middle School and East, Lincoln, North, Hoover, and Roosevelt High Schools. It also has Dropout/Outreach Project offices housed in the two Alternative High Schools.

The overall goals and objectives and the supportive services of the New Horizons Program are in alignment with the District mission statement and objectives and are designed to promote building objectives identified for the 1990-91 school year.

Improvements in Effectiveness

The New Horizons Program (NHP) has consistently met the majority of its program objectives including those related to attendance rates, dropout rates, and placement of students in work experience activities.

Objective	1990-1991	1989-1990	1988-1989	1987-1988	1986-1987	1985-1986
NHP attendance rate not more than 10% below that of all students at the same schools	Within 2.5% of total school rates	Within 3.1% of total school rates	Within 2.9% of total school rates	Within 4% of total school rates	Within 2.1% of total school rates	Within 2.5% of total school rates

Objective	1990-1991	1989-1990	1988-1989	1987-1988	1986-1987	1985-1986
Dropout rate will not exceed 5% of the rate for all students at the same schools	NHP dropout rate 1.4% less than dropout rate for all students at the same schools	NHP dropout rate 2.8% less than dropout rate for all students at the same schools	NHP dropout rate .8% less than dropout rate for all students at the same schools	NHP dropout rate 5.1% less than dropout rate for all students at the same schools	NHP dropout rate 1.7% less than dropout rate for all students at the same schools	NHP dropout rate .14% more than dropout rate for all students at the same schools
Number of work experience placements	305 NHP placements 146 SWS placements	305 NHP placements 144 SWS placements	302 NHP placements 117 SWS placements	272 placements	203 placements	204 placements

Use of Committees

The New Horizons Program collaborates with three special committees which provide input and make recommendations regarding the services of the program.

Youth At Risk Coalition: In September, 1988, those involved in managing a variety of services to students at risk, including the New Horizons Program, began to regularly meet to review these programs' effectiveness and to assess how the District, in light of diminishing resources, can better meet the increasing numbers of needs of children, youth and their families who are living under circumstances which place them at risk. During May, 1989, a group of about 25 staff spent a day and a half in a retreat setting at a Compressed Planning Conference for the purpose of:

- exploring the dynamics existing in the Des Moines community which cause children and youth to have unmet needs which place them at risk
- discussing policies, strategies, and procedures in collaborative arrangements which could provide the flexibility needed in order to meet the individual needs of children and youth
- assessing what is already being done to address these needs
- determining which of the unmet needs of children and youth and families are not being addressed in a satisfactory manner
- discussing how to change or enhance the environment of the schools to meet students' needs and encourage educational development
- doing strategic planning in relation to better, more comprehensive services to the most needy youth in light of diminishing resources

This group developed the following definition of children and youth who are at risk: "Children and youth at risk are those whose success in school requires adaptation and modification of educational programs to provide the foundation for personally rewarding lives and to become self-sufficient, contributing, and productive citizens."

As a result of this Compressed Planning Conference, the Youth At Risk Coalition was created for the purpose of:

- making recommendations regarding the management of available program resources (time, staff, funds)
- identifying overlaps and gaps in services
- monitoring and analyzing the extent and trends of the student dropout rate
- reviewing policies, procedures, and practices in K-12 programming in an effort to reduce student withdrawals in the upper grades
- increasing collaborative activities among representatives of the community as well as District staff. Membership during the 1990-91 school year included representatives from the Polk County Decategorization Project, YWCA, United Way, Polk County Department of Human Services, Child and Family Policy Center, and 4-H Iowa State University Extension Service.

Children At Risk Planning Council: The Children At Risk Planning Council is a community-wide effort convened by Community Focus, Inc., United Way of Central Iowa, and the Des Moines Public Schools. The mission of the Council is to:

- integrate human services planning efforts
- provide for the exchange of information,
- develop common goals and strategies to address the needs of the increasing numbers of children and youth in the Des Moines community who are at high risk

The Council consists of a diverse group of 55 members which includes community representatives as well as representatives from all of the major human service agencies in the county.

Career Vocational Advisory Committee: The Career Vocational Advisory Committee is a District committee which has a membership of 32 individuals from various community agencies and school programs. The goals for the committee are as follows:

- develop an understanding of the existing and future district needs regarding middle and high school exploratory programs, vocational programs, career guidance programs and services
- review the current status and role of the program advisory committee for career and vocational programs
- review the current federal and state initiatives in vocational education
- review current and future articulation activities in skilled trades, post-secondary higher education, union apprenticeship, and job placement
- identify strategies and recommendations for improving and strengthening vocational programs, and career guidance services and activities

INPUT EVALUATION

1990-91 Budget and Sources of Revenue

Revenue to support the New Horizons Program primarily comes from outside the District as indicated in the budget that follows:

1990-91 Budget According to Category
Figure 1

Category	Amount
Salaries*	$902,847
Youth Wages	277,567
Benefits	243,706
Purchased Services	33,374
Supplies and Materials	68,055
Equipment	13,140
Telephone	7,650
Travel	12,300
In-Service	2,040
Student Enrichment	7,031
Instructional Materials	10,236
TOTAL	$1,577,946

1990-91 Budget According to Source of Funding
Figure 2

Source	Amount
Des Moines Public Schools	$405,680
Dropout Prevention Funds (State Increased Allowable Growth)	440,357
City of Des Moines, Department of Housing and Community Services	294,203
Iowa Conservation Corps/In-School Component	66,169
Iowa Conservation Corps/Summer Component	20,125
Iowa Conservation Corps/Young Adult Component	32,683
Polk County Board of Supervisors	14,500
State Elderly Service Funds	4,281
Title III, Older Americans Act	28,719
Job Training Partnership Act	35,927
Des Moines Housing Council, Inc.	8,000
Department of Education-Vocational Education	13,700
Mid-Iowa Health Foundation	8,622
U.S. Department of Education (Dropout Demonstration Assistance Program)	204,980.00
TOTAL	$1,577,946

* Positions reflected in the salaries line item are: Supervisor, Consultant, Specialist, Private Sector Job Coordinator, Assistant for Handyman Programs, 5 handymen, 2 secretarial/clerical staff, 2 learning coordinators of the Dropout/Outreach Project, 6 New Horizons advisors assigned to each of the high schools and Harding Middle School, 2.5 SWS work experience staff, 2 Home Remodeling Project instructors (East High and Central Campus), and 4 unit leaders and 18 counselors who staff the Summer Youth Employment Program, as well as 2 Operation Paintbrush component staff.

1990-91 Expenditure Information

New Horizons 1990-91 Expenditures According to Category
Figure 3

Category	Amount
Salaries	$899,409.96
Youth Wages	268,162.37
Benefits	243,044.87
Purchased Services	33,374.00
Supplies and Materials	73,197.67
Equipment	13,232.47
Telephone	3,005.34
Travel	16,429.08
In-Service	2,627.41
Student Enrichment	5,813.43
Instructional Materials	10,781.88
TOTAL	$1,569,078.48

New Horizons 1990-91 Expenditures According to Source Funding
Figure 4

Source	Amount
Des Moines Public Schools	$ 399,143.29
Dropout Prevention Funds (State Increased Allowable Growth)	441,123.46
City of Des Moines, Department of Housing and Community Services	294,203.00
Iowa Conservation Corps/In-School Component	66,168.22
Iowa Conservation Corps/Summer Component	28,317.62
Iowa Conservation Corps/Young Adult Component	30,140.50
Polk County Board of Supervisors	14,500.00
State Elderly Service Funds	4,281.00
Title III, Older Americans Act	28,717.41
Job Training Partnership Act	26,834.64
Des Moines Housing Council, Inc.	8,000.00
Department of Education-Vocational Education	13,489.06
Mid-Iowa Health Foundation	9,180.28
U.S. Department of Education (Dropout Demonstration Assistance Program)	204,980.00
TOTAL	$1,569,078.48

The budgetary entries shown in Figures 1,2,3, and 4 are provided by the New Horizons Program Supervisor and the Business and Finance office.

The New Horizons budget according to source of funding is based on the grant award provided during the most recent grantor's fiscal year.

The expenditures may not be final, but they provide an indication of the program's costs during the 1990-91 school year.

The expenditures listed in Figures 3 and 4 are for the period of July 1, 1990 to June 30, 1991. Because some programs have a contract year that extended past June, not all the anticipated expenditures have occurred.

Community Resources Being Employed

New Horizons has forged a positive working relationship with both the private and public sectors of the community. During the 1990-91 school year, approximately 226 businesses (374 different job supervisors) employed New Horizons students. In addition, the following are among the community agencies contributing resources and assistance to the New Horizons Program:

Des Moines Child and Adolescent Guidance Center, Inc.
National Council on Alcoholism
Boys and Girls Club
Higher Education Information Center
Girl Scouts
Iowa Children's and Family Services

State Public Policy Group
Willkie House, Inc.
Young Women's Resource Center
Our Primary Purpose
Iowa State University Extension Services, Inc.
First Call for Help
Planned Parenthood of Mid-Iowa

City of Des Moines Housing and Community Services
Iowa Department of Economic Development
Polk County Board of Supervisors
Polk County Social Services Department
CrossRoads of Iowa Area Agency on Aging, Inc.
Greater Des Moines Chamber of Commerce Federation
Des Moines Housing Council, Inc.
Mid-Iowa Health Foundation
Job Service of Iowa
United Way of Central Iowa
Community Focus, Inc.
Youth Emergency Shelter Services

PROCESS EVALUATION

Responsibility Statement of Supervisor

The responsibility of the Supervisor of the New Horizons Program is to: (1) provide leadership which will maintain the integrity of the program's mission, and (2) provide management in order for the program to operate as an effective and efficient program.

The organizational tasks to be performed by the Supervisor of the New Horizons Program include planning, implementing, and evaluating the program components, as well as interacting with individuals and groups interested in program services and those providing program funding. The Supervisor is responsible for management of curriculum and instruction activities, personnel and fiscal resources, instructional support services, and public relations, as well as maintaining positive working relationships with all staff of the District and with program funders.

The specific New Horizons Supervisor objectives for 1990-91 are delineated in the Product Evaluation section of this report.

Current Year Goals/Objectives

New Horizons Program objectives are in alignment with District and building mission statements and objectives. All program objectives are reviewed, monitored, and evaluated each year. District objectives for the 1990-91 school year which are reflected in New Horizons Program objectives include: 1) improve the general level of student achievement in the schools, 2) improve the student attitudes toward school and learning, and 3) improve student behavior. New Horizons Program objectives are designed to promote building objectives identified for the 1990-91 school year.

In relation to the District objective to improve services to "at risk" students through improved management services, the Supervisor of the New Horizons Program serves as chair of the Youth At Risk Coalition. This coalition is discussed in more detail on page five of this report. A progress report of the coalition is available upon request from the New Horizons office.

New Horizons Program objectives are developed for each component of the program and differentiated as administrative process, student performance, staff process, parent performance, or student process objectives. Administrative process objectives relate to the coordination of funding, and the definition of roles, objectives, and specific duties of all program personnel. Staff process objectives reflect such things as the assessment of student eligibility, provision of supportive services, and the numbers of households served through the Handyman/Chore Service. The program objectives and the results of the evaluation of data related to each objective are contained in the Product Evaluation section of this report, pages 13 through 45.

Inservice/Staff Development Efforts

Staff development efforts designed to augment staff understanding of the dysfunctioning family and a variety of other factors which contribute to students being at risk were presented at each of the monthly meetings during the 1990-91 school year. Specifically, the 1990-91 New Horizons Program staff development plan included the following goals:

1. To present current information to program staff concerning conditions which place youth at risk of not completing high school and of not becoming economically independent adults
2. To increase staff awareness of effective strategies in dealing with youth at risk and their families
3. To provide staff with written (staff notebook) and verbal information (updates at staff meetings) regarding programmatic requirements for the 1990-91 school year which relate to program objectives and reporting requirements of program funders
4. To present staff with updated information regarding work experience related topics, such as current labor market trends, work safety, Child Labor Laws, and training opportunities for youth
5. To encourage advisor suggestions for staff development topics and guest speakers for monthly staff meetings in any topic related to the above

In fulfillment of the above staff development goals, the following topics were presented and discussed with approximately 15 staff at monthly staff meetings:

Date	Presenter	Topic
August 1990	Ron Sallade New Horizons Supervisor Cyndy Erickson SUCCESS Program Manager	SUCCESS Program Overview
	Robert Every Department of Employment	Labor Market Information
	Dave Huston Junior Achievement	Junior Achievement
	Terry Terrebrood National Education Center	Higher Education Opportunities for Youth
October 1990	Karen Sullivan Apprentice Project Coordinator	Apprenticeship Project Overview
	Tom Mulligan Quik Trip	Youth Job Fair
	Pat Hedley Youth Emergency Shelter Services	Project Safe Place
November 1990	Jerry Conrath Consultant, Gig Harbor, WA Iowa Association for Counseling and Development	Youth At Risk
December 1990	Alicia Claypool	Career Day for Eighth Grade Girls
	Darrell Cook	Conflict Management
	Lee Halverson	AIDS Curriculum
January 1991	Paul Mann	Report from Male Sexuality Conference
February 1991	Karen Sullivan, Paula Rees, Fannie Wilson	Summer Youth Employment Program
March 1991	Dan McCullough	Job Corps
	Joan Hill	ICHS Summer Youth Employment Program
April 1991	Karen Sullivan	Summer Youth Employment Program Recruitment
May 1991	Almo Hawkins, Director, Department of Human Rights	Harold Smith Youth Award Luncheon

In addition to the information presented at monthly staff meetings, staff members received memos throughout the school year regarding such topics as programmatic requirements, work safety, and training opportunities for youth and staff.

Non-District Staff Development Programs Attended by Various Staff Members

Team Building Skills for Managers and Supervisors
Heartland/Desk Top Publishing
English Brushup
Developing Capable People
Grammar Usage
Success Skills for Secretaries

Professional Meetings/Conferences Attended by Various Staff Members:

Youth Involvement: Strengthening Schools
Futures Corporation: Grantsmanship and Proposal Development
Consumer Housing Information Service for Seniors
National Association for Family-Based Services
Iowa Association for Marriage and Family Therapy
Iowa Association of Alternative Schools Conference
Restructuring Schools for the 21st Century
Heartland/Technology Workshop
Technology Grant Writing Workshop
Computer Exposition
Dropout Demonstration Assistance Program National Conference
Students At Risk
National Business Women's Leadership Association
National At Risk Student Conference
Beyond the Books, Real Issues Affecting Youth At Risk
Youth At Risk Consortium
When Children Want Children Workshop
Develop New Counseling Techniques for At Risk Students in Youth Development
Choice, Challenge and Change

A total of 57 staff days away from the building/office were utilized in the above programs, meetings and/or conferences.

Management Systems for Monitoring

The New Horizons Program has a management system which is appropriate for monitoring program activities and outcomes. Staff involved in implementing programs are informed monthly in writing of their status in attaining individual objectives. In addition, at least once a semester, each advisor meets with New Horizons management to discuss progress, problems, and emerging programmatic needs.

New Horizons student data are computerized to manage the information effectively and all the data to document objective attainment is submitted to the New Horizons Supervisor and maintained on file.

Due to the multiple funding sources contributing to the New Horizons budget, an activity and financial reporting system sufficient to report service numbers by type and financial expenditures by program is in place. Reports are prepared on a bi-weekly to monthly basis dependent on the requirements of the funding source.

PRODUCT EVALUATION

New Horizons Program objectives are developed for each component of the program and differentiated as administrative process, student performance, staff process, parent performance, or student process objectives. For ease in listing program objectives and their outcomes, all information regarding program objectives is contained in this section of this report.

The combination of education, work experience and supportive services offered by the New Horizons Program seems significant in helping youth attend school more consistently. The attendance rate of New Horizons Program enrollees at the five high schools was within 2.5 percent of the attendance rate of all students at their respective schools. The attendance rate for SWS students was within 4.7 percent of the attendance rate of all students at each program school. The attendance rate of New Horizons students at Harding was 2.7 percent better than the attendance rate for all students at Harding. The dropout rate for New Horizons high school students, 4.3 percent, was less than the dropout rate for all high school students in the New Horizons Program schools, 6.3 percent. No students dropped out of Harding Middle School. The dropout rate for SWS students was 5.9 percent, which was less than the dropout rate for all students in the appropriate program schools, 6.3 percent. These accomplishments in the areas of attendance and dropout rate are especially significant when one considers that the youth selected for services by the New Horizons Program have histories of excessive absenteeism and have characteristics which make them dropout prone.

During the 1990-91 school year, 149 youth were served by the Dropout/Outreach Project at the Kurtz and Casady Facilities. Twenty-two youth completed their secondary education. Since the Dropout/Outreach Project began in the fall of 1984, 561 dropouts have re-enrolled in programs to complete their education, 96 youth have completed their high school education, and 55 of these 96 youth obtained unsubsidized employment at the time they completed their educational program.

A total of 391 youth participated in the 1991 Summer Youth Employment Program: 52 in the Neighborhood Improvement Project, 24 in the Iowa Conservation Corps/Summer Conservation Project, 305 in the Private Sector Project, and 10 in the Operation Paintbrush Project. The Career Education Component served youth in all four of these components. Of these youth, 266 earned one-half unit of elective high school credit.

Outcomes from Program Supervisor Objectives

The New Horizons Supervisor objectives for 1990-91 are as follows:

1. Meet the organizational expectations of the board, staff, students, parents, program funders, and general citizenry by:

   A. being visible and accessible
   B. focusing program direction
   C. being involved in day-to-day program activities

   The New Horizons Supervisor:

   - has frequent personal, face-to-face interactions with program staff and building principals
   - provides "hands-on" management
   - serves on several committees which provide visibility and accessibility, i.e., Business/Education Alliance, Polk County Decategorization Project, Even Start Advisory Council
   - serves as co-staff of the Children At Risk Planning Council and its Executive Committee
   - chairs the Youth At Risk Coalition
   - publishes program newsletters periodically
   - spends approximately one-third of time in the office

2. Provide leadership and management to program staff to maintain and increase where possible the level of attainment of program objectives by staff and students in the areas of attendance and dropout rate and staff contacts with students, parents, and job supervisors for students enrolled in all components of the program by:

   A. monitoring staff achievement of program objectives
   B. communicating regularly with staff
   C. evaluating staff achievement

Letters are sent to program staff and their principals on a monthly basis which reflect progress to date on program objectives.

3. Plan and implement staff development activities which will focus on youth at risk by:

   A. gathering information on the topic
   B. conferring with staff regarding the issue
   C. providing staff development activities
   D. consulting with staff regarding including a goal or objective in their professional growth plan which relates to family dysfunction

   Inservice/staff development activities of the program are described on pages 10 through 12 of this report.

4. Submit proposals to federal, state and private funding agencies for programming efforts for youth at risk by:

   A. searching for alternative funding source(s)
   B. preparing proposals for funding

   During 1990-91, through collaboration with program staff, funding proposals were written to the following sources:

   State Department of Education/Vocational Education
   State Department of Economic Development, Iowa Conservation Corps
   Department of Housing and Community Services/City of Des Moines HUD Block Grant Funds
   Polk County Board of Supervisors
   CrossRoads of Iowa Area Agency on Aging
   U.S. Department of Education/Dropout Demonstration Assistance Program
   Des Moines Housing Council
   Mid-Iowa Health Foundation/Handicapped Services

   In relation to the SUCCESS Program, through collaboration with staff from the United Way of Central Iowa, funding proposals were written to 27 funding sources.

5. Improve printed program information by:

   A. reviewing current printed materials
   B. re-writing materials as needed

   During the 1990-91 school year, all program forms and informational materials were reviewed and, where appropriate, revised.

Outcomes From New Horizons Objectives

The chart, Summary of New Horizons Program Objectives 1990-91, is a list of selected program objectives and the performance outcomes and comments related to these objectives. The chart appears on subsequent pages and provides a quick reference for the Product Evaluation section of the report. Each entry which appears is discussed in detail further in the Product Evaluation section of the report.

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Summary of Selected New Horizons Program Objectives 1990-91

Objective	Outcomes	Was Objective Met?	Comments
B. Work Experience/Supportive Services Component Student Performance			
1. Attendance rate of New Horizons and SWS students who complete the program will be not more than 10% below that of all students at the same school (page 24)	Attendance rate was within 2.5% of total school rates for NHP students and 4.7% for SWS students	Yes	Harding NHP attendance rate was 2.7% better than for all students at Harding
2. Dropout rate will not exceed 5% of the rate for all students at the same school (page 25)	Harding: no students dropped out Dropout Percentage NHP Programs / SWS Programs / Schools East 6.9 / 6.3 / 7.6 Hoover 4.8 / 5.7 / 4.9 Lincoln 6.4 / 3.6 / 6.7 North 1.6 / 10.3 / 8.7 Roosevelt 7.0 / 0.0 / 3.4 TOTAL 4.3 / 5.9 / 6.3	Yes	Program dropout rate was lower than the dropout rate for all students at program schools NH student dropout rate was lower than the school rate at East, Hoover, Lincoln, and North SWS student dropout rate was lower than the school rate at East, Lincoln, and Roosevelt
3. 90% of NHP and SWS work experience students shall achieve average or higher job supervisor ratings on work performance and employability attitudes (page 25)	NHP rated average or higher: work performance 93% employability attitudes 96% SWS rated average or higher: work performance 92% employability attitudes 92%	Yes Yes	

Objective	Outcomes	Was Objective Met?	Comments
4. 75% or more of a sample of NHP and SWS students interviewed will respond positively to the program (page 26)	100% responded positively 42 NHP students were interviewed 17 SWS students were interviewed	Yes	NHP students were most positive about: •their attitudes regarding the program •having a job through the program next year •wanting to accept responsibility •knowing their advisor is interested in them SWS students were most positive about: •the interest their advisor showed in them •their attitude concerning work experience •being encouraged to accept responsibility
Staff Process			
5-6. Advisors will have at least one personal contact with 90% of parents or parent substitutes	Met or surpassed at each school	Yes	NHP: •97% of all families were contacted •85% of all new families were visited •88% of all previously enrolled were visited
Advisors will make home visits to 70% of new students and 35% of previously enrolled students (page 27)	Met or surpassed at each school Surpassed at each school		SWS: •95% of all families were contacted •77% of all new families were visited •94% of all previously enrolled were visited Total NHP contacts and visits: 1,519 personal contacts 751 home visits Total SWS contacts and visits: 381 personal contacts 186 home visits
7. Advisors will have an average of one individual counseling session per month per student (page 28)	Met at all of the six schools	Yes	

Objective	Outcomes	Objective Met?	Comments
9. NHP and SWS advisors will have a minimum of 27 career related instruction sessions (page 29)	NHP / SWS Harding 40 / --- East 103 / 47 Hoover 33 / 39 Lincoln 34 / 48 North 28 / 49 Roosevelt 47 / 38	Yes	A total of 285 sessions were held at NHP Program schools, averaging 47 sessions per school A total of 221 sessions were held at SWS Work Experience Component schools, averaging 44 sessions at each school
10. Advisors will average twice as many contacts with job supervisors per month as there are students working; 50% will be on-site (page 29)	NHP: Exceeded at all program schools SWS: Met or exceeded at all program schools	Yes	
C. Home Remodeling Project Student Performance			
1. Home Remodeling students will successfully achieve an average of 80% of teachers' objectives (page 29)	Over 92% of objectives attained	Yes	
2. Home Remodeling students will exhibit a positive attitude toward the project by having an average attendance rate of no less than 80% (page 30)	Average attendance rate East: 92.0% Central Campus: 93.2 %	Yes	
3. 90% of Home Remodeling students will exhibit a positive attitude as evidenced by a positive score on an attitude survey (page 30)	100% responded positively 21 East students surveyed 9 Central Campus students surveyed	Yes	Students responded most positively to: •knowledge of their instructors in the area of home remodeling •quality of instruction they received

Objective	Outcomes	Was Objective Met?	Comments
D. Handyman/Chore Service Student Performance			
1. 90% of Handyman/Chore students will receive average or higher supervisor ratings (page 30)	98% were rated average or higher on work performance; 98% rated average or higher on attitudes	Yes	
2. 90% of Handyman/Chore students will respond positively to the program (page 30)	100% responded positively	Yes	17 students were interviewed Students responded most positively to: •the new skills they were learning •their involvement with the program
Staff Process Objectives			
1. Five handymen will provide service to 930 households (page 31)	1,061 households served	Yes	
E. Dropout/Outreach Project Student Performance			
1. 90% of the youth will be enrolled in programs to complete their high school education (page 31)	100% were enrolled in programs to complete their education	Yes	All 149 youth were enrolled in programs to complete their education: Alternative High Schools 111 Comprehensive High School 1 GED Program 37

Objective	Outcomes	Was Objective Met?	Comments
2. 80% of the youth will have had either subsidized or unsubsidized part-time employment (page 32)	52% (77 youth) were placed in jobs	No	14 unsubsidized private sector job placements 63 subsidized public sector job placements Many did not work due to: •academic needs •child care issues •low wages •lack of a level of maturity necessary to maintain a job
3. 50% of the youth who complete their high school education will have secured unsubsidized employment (page 32)	22 project youth graduated 50% (11 youth) secured unsubsidized employment	Yes	11 youth secured employment in businesses, the military and self-employed day care services 3 enrolled at DMACC 1 enrolled at Hamilton Business College
4. 85% of the work experience youth will receive average or higher supervisor ratings (page 32)	95% were rated average or higher	Yes	
5. Youth will respond positively to the program (page 33)	100% responded positively	Yes	82 students were interviewed Students responded most positively to the belief that: •their learning coordinator was available to help them with problems •their job was a valuable use of their time •their learning coordinator helped them begin an educational program •they showed an improved acceptance of responsibility as evidenced by their regular attendance at school

Objective	Outcomes	Was Objective Met?	Comments
Staff Process			
1. Learning coordinators will provide supportive services (page 33)	3,770 supportive service contacts were provided to 149 students	Yes	Home contacts 382 Individual counseling sessions 2,194 Job supervisor contacts 558 Staff consultations 636
F. Private Sector Focus Project Staff Process			
2. A minimum of 50 eligible youth will be identified, assessed, and enrolled (page 35)	109 youth were enrolled	Yes	109 youth were employed with 96 different job supervisors at 78 businesses
5. Three-year commitments will be negotiated from 60% of the employers of the participants enrolled (page 35)	65% of the employers have signed three-year commitments	Yes	51 three-year commitments are on file
G. Apprenticeship Project Staff Process			
2. A minimum of 15 students will be identified, assessed, and enrolled (page 36)	17 students enrolled as apprentices	Yes	
I. Dropout Demonstration Project/Computer Laboratory Component			
1. Students will improve their basic reading, writing , and mathematics skills (page 37)	365 students completed 255 courses at the 90% competency level	Yes	Students enrolled 365 Total number of courses 439 Courses completed 255 Courses continued 145 Courses dropped 49

Objective	Outcomes	Was Objective Met?	Comments
4. 80% of the GED candidates will earn the GED (page 38)	31% (30 students) passed the GED examination	No	
K. Summer-Neighborhood Improvement Project			
Performance			
1. 90% of enrollees interviewed will respond positively to the program (page 39)	100% responded positively	Yes	42 youth were interviewed 100% indicated that their work relationship with their supervisor had been good 90% indicated that they would like to be considered for next year's program
2. 85% of enrollees will receive average or higher job supervisor ratings (page 39)	85% received average or higher job supervisor ratings	Yes	
3. Enrollees will have an average absenteeism rate of 15% or less (page 40)	4.8% absenteeism rate	Yes	Possible days of attendance 1,693 Days of absences 81 Attendance rate 95.2% Absenteeism rate 4.8%
5. 80% of enrollees will maintain employment throughout the summer period (page 40)	80% (44 youth) maintained employment	Yes	
Process			
2. At least 726 clients will be served and 2,196 lawns will be mowed (page 41)	Clients served 726 Lawns mowed 3,932	Yes	

Objective	Outcomes	Objective Met?	Comments
L. Summer-Private Sector Project Staff Process			
1. 250 youth will be provided with quality, private sector employment opportunities (page 42)	305 youth were employed	Yes	196 businesses employed 305 youth Positions generated approximately $362,000 in youth wages
M. Iowa Conservation Corps/Summer Component Student Performance			
1. Enrollees will respond positively to the project (page 42)	89% indicated they would return/were undecided about next summer 94% had positive comments about summer camp 99.6% positive work ratings 97.4% attendance rate 91.67% retention rate	Yes	Enrollees were positive about: •receiving 1/2 unit of elective credit •learning a variety of skills in the conservation area •meeting new people •learning teamwork skills •having good relationships with adult crew leaders
2. 85% of enrollees will receive crew leader ratings which are at least average in the areas of work performance and employability attitudes (page 42)	99.6% received average or better ratings	Yes	
3. Enrollees will have an average absenteeism rate of 15% or less (page 43)	2.59% absenteeism rate	Yes	Possible days of attendance 696 Days of absences 18 Attendance rate 97.41% Absenteeism rate 2.59%

Objective	Outcomes	Was Objective Met?	Comments
5. 70% of enrollees will maintain employment throughout the summer (page 43)	91.67% maintained employment	Yes	24 youth participated in the project 2 youth terminated from the project
N. Summer-Operation Paintbrush Process			
1. 20 households will receive painting services (page 43)	20 homes were painted	Yes	
Performance			
3. Attendance rates of young adults will be 80% or better (page 44)	77% attendance rate	No	
4. Termination rate of young adults will be 35% or less (page 44)	No terminations	Yes	
5. 80% of young adults will receive job supervisor ratings which are at least average (page 44)	96% average or better ratings	Yes	

A. Administrative Process Objectives

1. Throughout the program year, the New Horizons Supervisor, with the advice and approval of the Executive Director of Middle and High School Programs, will coordinate all funding activity for the New Horizons Program, in conjunction with the various funding agencies, the District, and any other involved groups.

   DOCUMENTATION: a complete listing of all funding agencies and a record of the expenditures by funding agent and category of expense for the previous year on file in the office of the New Horizons Supervisor

2. The New Horizons Supervisor, with the advice and approval of the building principal at each operational site, will define the roles, objectives, and specific duties of all New Horizons personnel, no later than September 30, 1990.

   DOCUMENTATION: a complete listing of such personnel, their roles, objectives and specific duties on file in the office of both the New Horizons Supervisor and the Executive Director of Middle and High School Programs and also on file in the principal's office at each program building

Objectives A1 and A2 are process objectives that monitor the responsibilities or activities of the New Horizons Supervisor.

Both objectives were achieved. Documentation for each objective is on file, and the necessary activities were accomplished.

B. Work Experience/Supportive Services Component

Student Performance Objectives

1. At the conclusion of the project year, New Horizons students who complete the project year will respond positively to the program as indicated by their rate of attendance being not more than ten percent below that of all students at the same schools.

   DOCUMENTATION: enrollment data reported monthly to the New Horizons Supervisor and school attendance data compiled annually by the Department of Information Management

One of the major goals of the New Horizons Program is to improve the attendance of potential school dropouts. The above objective was established to address this goal. The objective was met as shown in Table 1. The attendance rate for New Horizons students was within 2.5 percent of the attendance rate of all students at each program school. At Harding, the attendance rate for New Horizons students was 2.7 percent better than the attendance rate of all students at Harding. The attendance rate for SWS students was within 4.7 percent of the attendance rate of all students at each program school.

Table 1
Attendance Rates--Program Students and Total School

School	Number of Active New Horizons Students Who Completed the School Year	Number of Active SWS Students Who Completed the School Year	Attendance Rate for New Horizons Students (percent of days in attendance)	Attendance Rate for SWS Students (percent of days in attendance)	School Attendance Rate (percent of days in attendance)	New Horizons Students Within 10%?	SWS Students Within 10%?
Harding	79	---	93.3	---	90.6	Yes	---
East	67	29	89.1	89.6	90.6	Yes	Yes
Hoover	55	31	93.1	89.0	93.7	Yes	Yes
Lincoln	61	22	88.0	89.4	90.5	Yes	Yes
North	58	34	91.0	89.2	91.8	Yes	Yes
Roosevelt	54	18	91.0	90.0	93.1	Yes	Yes

2. Throughout the program year, New Horizons students will respond positively to the program as indicated by the New Horizons dropout rate not exceeding five percent of the rate for all students at the same schools.

DOCUMENTATION: list of dropouts compiled annually by the Department of Information Management

No students dropped from Harding Middle School. Table 2 shows the percentage of New Horizons high school students by school who dropped out and the overall school dropout percentages. The dropout rate for the five comprehensive Des Moines high schools was 6.3 percent. The dropout rate for New Horizons high school students was 4.3 percent, 2.0 percent lower. The dropout rate for New Horizons students at East, Hoover, Lincoln, and North was lower than the overall dropout rate at the respective schools. There is particular significance in comparing the overall dropout rate for all students at North, 8.7 percent, with the 1.6 percent dropout rate of New Horizons students at North.

The dropout rate for the SWS Work Experience Component at all program schools is 5.9 percent, .4 percent lower than the overall dropout rate for program schools. The SWS Work Experience Component dropout rate at East, Lincoln, and Roosevelt was lower than the overall dropout rate at the respective schools. Of particular significance is the fact that no SWS work experience students dropped out at Roosevelt.

Table 2
High School Dropouts, Program Students

School	Number of NHP Students	Number of SWS Students	Number of NHP Who Dropped Out	Number of SWS Who Dropped Out	New Horizons Dropout Percent-age	SWS Dropout Percent -age	School Dropout Percent -age	Does the Program Dropout Percentage Compare Favorably with the School Dropout Percentage?	
								NHP	SWS
East	101	32	7	2	6.9	6.3	7.6	Yes	Yes
Hoover	62	35	3	2	4.8	5.7	4.9	Yes	Yes
Lincoln	78	28	5	1	6.4	3.6	6.7	Yes	Yes
North	63	39	1	4	1.6	10.3	8.7	Yes	Yes
Roosevelt	57	18	4	0	7.0	0	3.4	Yes	Yes
TOTAL	461	152	20	9	4.3	5.9	6.3		

3. Ninety percent of New Horizons work experience students will achieve job supervisor ratings which are at least average (one, two, or three) on a five-point scale in the areas of work performance and employability attitudes as evidenced by the Job Supervisor's Rating Scale.

DOCUMENTATION: quarterly report of such ratings submitted to the New Horizons Supervisor

The job supervisors of high school and Harding Middle School enrollees rated their New Horizons and SWS students on employability attitudes during the first, second, third, and fourth quarters. A copy of the rating form is available from the New Horizons Office. The scale ranged from one (outstanding) to five (unsatisfactory). Tables 3 and 4 depict the results of the ratings.

Table 3

Job Supervisor's Rating Scale
Work Performance and Employability Attitudes
New Horizons Program
Percentage Receiving Average or Higher Ratings

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Work Performance	97	93	95	92	93
Employability	95	96	97	93	96

Table 4

Job Supervisor's Rating Scale
Work Performance and Employability Attitudes
SWS Work Experience Component
Percentage Receiving Average or Higher Ratings

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Work Performance	88	93	94	90	92
Employability	88	91	96	93	92

Ratings of one, two, and three on the five-point scale were identified as average or above. As shown in the tables, the objective was met for both New Horizons and SWS students.

4. Near the end of the program year, 75 percent or more of a 10 percent random sample of New Horizons students shall respond positively to the program as evidenced by a positive cumulative score derived from their responses to a one-to-one structured interview.

DOCUMENTATION: compilation of such data submitted annually to the New Horizons Supervisor

Forty-two New Horizons and 17 SWS students were randomly selected to be interviewed at the end of the school year to assess their attitudes toward the New Horizons Program. All of these students responded positively. Therefore, the objective was met.

New Horizons students were most positive about their attitudes regarding the program, having a job through New Horizons Program next year, wanting to accept responsibility, and knowing that the New Horizons advisor is interested in them. They were least positive about giving respect to and receiving respect from their teachers.

Generally, working students were most positive about gaining assistance from advisors on getting a job and being able to talk to New Horizons advisors if they had serious problems on the job. They were least positive about having an idea of what type of work they would like to do.

SWS students were most positive about the interest that their SWS advisors showed in them, their attitude concerning work experience, and being encouraged to accept responsibility. They were least positive about feeling good about their friends knowing they were involved in the program and giving respect to their teachers.

Working SWS students were most positive about gaining assistance from advisors on getting a job and about being able to talk to an SWS advisor if they had serious problems on the job. They were least positive believing that without SWS they would not have had a job.

Staff Process Objectives

1. Throughout the program year, New Horizons advisors will assess the eligibility of all potential New Horizons students in terms of their attendance, school achievement, economic needs, school behavior, and other special needs before they are admitted to the program and will at least annually review the appropriateness of their students' eligibility for the program.

DOCUMENTATION: copies of Eligibility Assessment Scales for each student on file with the New Horizons Supervisor

Advisors completed Eligibility Assessment Scales for each student enrolled in the New Horizons Program. These scales are on file in the New Horizons office. A copy of the scale is available from the New Horizons office. The objective was met.

2. Throughout the program year, New Horizons advisors will develop a supportive service plan for each New Horizons student and will at least annually review the plan.

   DOCUMENTATION: copies of Supportive Service Plans for each student on file with the New Horizons Supervisor

A Supportive Services Plan was developed for each program student and a copy of each is on file in the New Horizons office. A copy of the Supportive Services Plan is available from the New Horizons office. The objective was met.

3. Throughout the program year, New Horizons advisors will secure an employment agreement and write a training plan with each student for each job on which he/she is placed.

   DOCUMENTATION: copies of employment agreements and training plans on file with New Horizons advisors and the New Horizons Supervisor

Each student who worked had a completed Employment Agreement and Training Plan (copies available from the New Horizons office). These records are on file in the New Horizons Office. The objective was met.

4. Throughout the program year, New Horizons advisors will identify employment positions and maintain subsidized and private sector work experience placements as opportunity permits.

   DOCUMENTATION: total number of work experience placements by school submitted monthly to the New Horizons Supervisor

Work experience is one strategy used in the New Horizons Program to encourage students to drop out less and attend school more consistently as well as help students transition from the classroom to the work place. Students must attend school and be in good standing in order to go to work on any given day. Program students may be placed in jobs once they reach the age of 14.

Of the 461 students enrolled in the New Horizons Program, 305, or 66 percent, held a job at least part of the year; some students worked for one month; however, most were employed for several months. Ninety-eight students were employed in subsidized positions in the public sector and 207 were employed in the private sector. Of the 152 SWS students, 146, or 96 percent were employed during the school year. Sixty-three were employed in subsidized positions in the public sector and 83 were employed in the private sector.

Forty-three non-New Horizons students worked using New Horizons funds. These students were enrolled in special education programs at each comprehensive high school and the Alternative High Schools.

5. Throughout the program year, the New Horizons advisor at Harding Middle School will have at least one personal contact with 90 percent of the parents and/or parent substitutes of each New Horizons student. (These must include at least one home visit for 70 percent of the students newly enrolled in New Horizons and at least 35 percent of those previously enrolled.) Seventy-five percent of all home contacts and home visits will be made within the first semester.

   DOCUMENTATION: report of the number of personal contacts and home visits compiled and submitted monthly to the New Horizons Supervisor

6. Throughout the program year, the New Horizons advisors at East, Hoover, Lincoln, North, and Roosevelt High Schools will have at least one personal contact with 90 percent of the parents and/or parent substitutes of each of their respective students. (These must include at least one home visit for 70 percent of the freshmen and students new to New Horizons and 35 percent of the sophomores, juniors and seniors who were enrolled in New Horizons at the same school the previous year.) Seventy-five percent of all home contacts and home visits will be made within the first semester.

   DOCUMENTATION: report of the number of personal contacts and home visits compiled and submitted monthly to the New Horizons Supervisor

The goal for personal contacts by New Horizons and SWS work experience advisors was met in all schools. The criterion level of the objective which related to home visits for new students was surpassed in all schools. The criterion level which related to home visits for students who had been enrolled the previous year was surpassed in all schools. The goal providing for 75 percent of all home contacts and home visits being made within the first semester was met.

In addition to making initial contacts and visits with parents and/or parent substitutes, New Horizons and SWS advisors often find it helpful to make further visits and contacts. Table 5(a) and 5(b) indicate the total number of home visits and personal contacts made during the 1990-91 school year to parents and/or parent substitutes at each school.

Table 5 (a)
Total Personal Contacts and Home Visits by
New Horizons Advisors

School	Number of Students	Total Personal Contacts	Total Home Visits
Harding	100	302	159
East	101	330	137
Hoover	62	165	73
Lincoln	78	165	90
North	63	227	78
Roosevelt	57	330	214
TOTAL	461	1,519	751

Table 5(b)
Total Personal Contacts and Home Visits by
SWS Advisors

School	Number of Students	Total Personal Contacts	Total Home Visits
East	32	102	39
Hoover	35	58	41
Lincoln	28	109	45
North	39	73	44
Roosevelt	18	39	17
TOTAL	152	381	186

7. Throughout the program year, the New Horizons advisors will have a monthly average of at least as many individual counseling sessions as they have students enrolled in the program.

   DOCUMENTATION: report of the number of individual counseling sessions compiled and submitted monthly to the New Horizons Supervisor

8. Throughout the program year, the New Horizons advisors will have at least as many staff consultation sessions as they have students enrolled in the program.

   DOCUMENTATION: report of the number of staff consultations compiled and submitted monthly to the New Horizons Supervisor

The above objectives relating to the number of individual counseling sessions and staff consultations were surpassed at all six schools for the New Horizons and SWS programs.

9. Throughout the program year, the New Horizons advisors at East, Hoover, Lincoln, North, and Roosevelt High Schools and Harding Middle School will have a minimum of 27 career related instruction sessions.

DOCUMENTATION: report of career related instruction participation compiled and submitted monthly to the New Horizons Supervisor

Each program school exceeded the goal. A total of 285 sessions were held at New Horizons Program schools, averaging 47 sessions per school. A total of 221 sessions were held at SWS Work Experience Component schools, averaging 44 sessions at each school.

10. Throughout the program year, the New Horizons advisors will have a monthly average of at least twice as many contacts with job supervisors--fifty percent of which will be on-site visits--as there are students working in the program.

DOCUMENTATION: report of the number of personal contacts and on-site visits with job supervisors compiled and submitted monthly to the New Horizons Supervisor

The specified numbers of contacts and on-site visits were met or exceeded in all schools. The objective was met.

Parent Performance Objective

1. Near the end of the program year, parents of New Horizons students will respond positively to the services provided by the New Horizons Program as indicated by their replies to a locally-developed attitude scale.

DOCUMENTATION: report of Parent Questionnaires submitted annually to the New Horizons Supervisor

The Parent Questionnaire was mailed to 461 parents of New Horizons students and 152 parents of SWS students. Fifty-two, or 11 percent, of the New Horizons Program forms were returned, and 17, or 11 percent, of the SWS forms were returned.

The majority of the parents responding to the questionnaire were pleased with the program; however, the number responding was so small that one cannot generalize the findings to the total population. Of the parents responding, 92 percent of the parents of New Horizons Program students and 94 percent of the parents of SWS Program students wanted their teenager to have a job through the program next year. Ninety-one percent of the New Horizons parents responding indicated that the advisor had provided counseling to their teenager and 88 percent indicated that the advisor helped their teenager work out problems at school. Eighty-eight of the SWS Program parents responding expressed that their teenager learned good work habits on the job and 82 percent indicated that the SWS advisor provided counseling to their teenager.

Parents that returned the survey responded favorably to the program as a whole. The objective was met.

C. Home Remodeling Project

Student Performance Objectives

1. Throughout the program year, the Home Remodeling students will successfully achieve 80 percent of the teachers' objectives.

DOCUMENTATION: quarterly report of attainment of teacher objectives and copies of the objectives submitted to the New Horizons Supervisor and the Department of Housing and Community Services

Home Remodeling students exceeded this objective by attaining over 92 percent of the objectives introduced by the teachers.

2. Throughout the program year, Home Remodeling students will exhibit a positive attitude toward the Home Remodeling Project by having an average attendance rate of no less than 80 percent.

DOCUMENTATION: attendance reports submitted monthly to the New Horizons Supervisor and the Department of Housing and Community Services

The average attendance rate for the students at East was 92.0 percent and at Central Campus, 93.2 percent. The objective was surpassed.

3. At the end of the project year, 90 percent of the Home Remodeling students will exhibit a positive attitude toward the project as evidenced by a positive cumulative score derived from their responses to a locally-developed attitude scale.

DOCUMENTATION: report of the responses to the attitude scale submitted annually to the New Horizons Supervisor

Twenty-one Central Campus Home Remodeling students and nine East High Home Remodeling students completed the project student evaluation. One hundred percent of the students responded positively. Students responded most strongly and positively to statements concerning the knowledge of their instructors in the area of home remodeling and the quality of instruction they received. Weighted scores for individual statements are available from the New Horizons office. The objective was surpassed.

Student Process Objective

1. Throughout the program year, at least ten Home Remodeling students will participate in the Home Remodeling Project at both East High and Central Campus.

DOCUMENTATION: monthly report of enrollment data submitted to the New Horizons Supervisor and the Department of Housing and Community Services

The Home Remodeling Project began in September with 10 students enrolled at East and 23 at Central Campus. At the end of the semester, several students dropped or completed the course and more were added. By the end of the school year, there were 14 students enrolled at East and 19 at Central Campus. The objective was met.

D. Handyman/Chore Service

Student Performance Objectives

1. Ninety percent of the students working with the handymen will achieve job supervisor ratings which are at least average (one, two, or three) on a five-point scale in the areas of work performance and employability attitudes as evidenced by the Job Supervisor's Rating Scale.

DOCUMENTATION: quarterly report of such ratings submitted to the New Horizons Supervisor

Job supervisor ratings were completed at the end of the first, second, third, and fourth quarters for students involved in the Handyman/Chore Service. Nine students were rated during the first quarter, 14 during the second quarter, nine during the third quarter, and 11 during the fourth quarter. Ninety-eight percent of the students received an average or higher rating on both work performance and employability attitudes. The objective was surpassed for both work performance ratings and employability attitudes.

2. At the end of the program year, 90 percent of the students who worked with the handymen will respond positively to the project as evidenced by a positive cumulative score derived from their responses to a one-to-one structured interview.

DOCUMENTATION: compilation of such data submitted annually to the New Horizons Supervisor

Seventeen students were interviewed at the end of the year to determine their reactions to their experience with the Handyman/Chore Service. Eight were seniors, three were juniors, four were sophomores, one was a freshman, and one was in a GED program. The objective was met as all of the one-to-one interviews resulted in positive average-weighted scores. Students responded most positively and strongly to statements concerning the new skills they were learning and their involvement with the program. Weighted scores for individual statements are available from the New Horizons office.

Staff Process Objectives

1. By the end of the contract period, the five handymen will have provided service to at least 930 unduplicated households, assuming five handymen are employed for the duration of the contract.

   DOCUMENTATION: cumulative totals on the monthly reports of handymen services on file with the New Horizons Supervisor

The Handyman/Chore Services Component provided service to 1,061 unduplicated households. The objective was surpassed.

2. By the end of the contract period, 97 percent of the persons served by the five handymen will indicate completion of and satisfaction with service provided by signing and completing the Handyman/Chore Application for Service and Evaluation of Services.

   DOCUMENTATION: cumulative totals on the monthly report of Handyman/Chore Services on file with the New Horizons Supervisor

One hundred percent of the persons served by the Handymen indicated completion of and satisfaction with the service provided. The objective was surpassed.

3. By the end of the contract period, the handymen will have provided at least 16,400 units of service (hours) assuming five handymen are employed for the duration of the contract.

   DOCUMENTATION: cumulative totals on the monthly report of Handyman/Chore Service on file with the New Horizons Supervisor

The Handyman/Chore Service component provided 18,061 units of service (hours). The objective was surpassed.

E. Dropout/Outreach Project

Student Performance Objectives

1. At the conclusion of the 1990-91 school year, 90 percent of the youth participating in the Dropout/Outreach Project will be enrolled in programs to complete their high school education.

   DOCUMENTATION: enrollment records on file with the New Horizons Supervisor

There were 149 enrollees in the project during 1990-91. As shown in Table 6, all 149 were enrolled in a designated program for the completion of high school. The objective of 90 percent enrollment in a high school program was surpassed.

Table 6
Distribution of Dropout/Outreach Students'
Educational Programs

	Alternative High School	Comprehensive High School	GED	Total
Casady Facility	32	1	14	47
Kurtz Facility	79	0	23	102
TOTAL	111	1	37	149

2. At the conclusion of the school year, 80 percent of the youth participating in the Dropout/Outreach Project will have had either subsidized or unsubsidized part-time employment as evidenced by records on file with the learning coordinators.

   DOCUMENTATION: completed placement records on file with the New Horizons Supervisor

Of the 149 students in the project, a total of 77 students, or 52 percent, were placed in a job during the school year. There were 14 unsubsidized private job placements and 63 subsidized public placements on jobs. The objective was not met. Many of the Dropout/Outreach enrollees not employed during the 1990-91 school year did not work due to academic needs, child care issues, low wages, or lack of a level of maturity necessary to maintain a job.

3. At the conclusion of the school year, 50 percent of the youth participating in the Dropout/Outreach Project who complete their high school education during that time will have secured unsubsidized employment, as evidenced by records on file in the New Horizons Office.

   DOCUMENTATION: "Termination from Project" records on file with the New Horizons Supervisor

Of the 22 project graduates during 1990-91, 11, or 50 percent, secured unsubsidized employment. The 11 youth securing unsubsidized employment were hired by Farmland Insurance, Heritage Cablevision, Howard Allen Co., Phoenix Real Estate Co., Prairie City Nursing Home, Quick Trip, Sub Shoppe, U.S. West Communications, U.S. Military and self-employed day care services. Three graduated youth have enrolled in college at DMACC and one at Hamilton Business College. Four graduates are new mothers and homemakers. The objective was met.

4. Eighty-five percent of Dropout/Outreach Project work experience youth shall achieve job supervisor ratings which are at least average (one, two or three) on a five-point scale in the areas of work performance and employability attitudes as evidenced by the Job Supervisor's Rating Scales which will be completed quarterly by their job supervisor.

   DOCUMENTATION: Job Supervisor's Rating Scales on file with the New Horizons Supervisor

The students were rated quarterly on the Job Supervisor's Rating Scale. Of the 66 students who were rated during the 1990-91 school year, 63, or 95 percent, had composite ratings which were at least average.

Results of the Job Supervisor's Rating Scale were also examined with respect to the specific work categories in which students were rated. The composite percents of positive responses by category are as follows:

Category	Positive Response	Category	Positive Response
Industriousness	92%	Initiative	94%
Attendance	88%	Cooperativeness	100%
Punctuality	97%	Accepts Constructive Criticism	100%
Quality of Work	95%	Courtesy	100%
Dependability	92%	Co-worker Relations	100%

5. Near the end of the program year, Dropout/Outreach students will respond positively to the project as measured by their average weighted scores on a one-to-one interview being greater than zero.

   DOCUMENTATION: results compiled from the One-to-One Interview form on file with the New Horizons Supervisor

The One-to-One Interview form contained 18 statements covering various aspects of the Dropout/Outreach Project. It included negative statements about the project as consistency checks on respondents' answers. On those statements which were posed in the negative, the weightings were reversed so that "Agree" and "Strongly Agree" were scored negatively, and "Disagree" and "Strongly Disagree" were scored positively. Scores were averaged to obtain a measure of the students' attitudes. The highest attainable positive score was +3 and the lowest attainable negative score was -3. A score of zero indicated neutrality.

Of the 82 students who were interviewed, all responded positively to the project. Individual student scores ranged from +.80 to + 2.0. Those students who stayed or completed the project felt positive about their involvement with the project.

Students responded most positively to the belief that their learning coordinator was available to help them with problems and talk with them, their job was a valuable use of their time, their learning coordinator helped them begin an educational program, and they showed an improved acceptance of responsibility as evidenced by their regular attendance at school. There were no negative cumulative responses to any item on the one-to-one interview. A breakdown of responses to the individual items on the one-to-one interview form by learning coordinator is available from the New Horizons office.

6. At the conclusion of the school year, 95 percent of the youth participating in the Dropout/Outreach Project will have established written personal/social goals (both short-term and long-term), will have periodically reviewed their progress toward meeting these goals, and will have updated these goals.

   DOCUMENTATION: records on file with the learning coordinators

One hundred percent of the Dropout/Outreach Project enrollees established written personal/social goals. The enrollees' goals were periodically reviewed and updated. The objective was surpassed.

Staff Process Objectives

1. Throughout the project year, the learning coordinators will provide supportive services, other than those associated with the development of learning plans, such as visits to job sites and homes and consultations with non-project staff as evidenced by monthly supportive services reporting forms indicating the numbers and type of services provided by students.

   DOCUMENTATION: monthly supportive service reporting forms on file with the New Horizons Supervisor

Table 7 shows the numbers of supportive service contacts by type for each of the two learning coordinators.

Table 7
Dropout/Outreach Project Supportive Service Contacts

	Home Contacts	Individual Counseling Sessions	Job Supervisor Contacts	Staff Consultations	Total
Casady Facility	69	1,217	219	185	1,690
Kurtz Facility	313	977	339	451	2,080
TOTAL	382	2,194	558	636	3,770

Based on a total of 149 students and 3,770 contacts, each student benefited from an average of 25 supportive service contacts throughout the course of the school year. A listing of the number and types of supportive services provided to each individual student is available from the New Horizons office.

2. Throughout the project year, the learning coordinators will secure an employment agreement and write a training plan with each young person for each job on which he/she is placed.

   DOCUMENTATION: project records on file with the New Horizons Supervisor

Learning coordinators secured employment agreements and wrote training plans for 100 percent of the young people placed on jobs. These documents are on file in the program office.

3. Throughout the project year, the learning coordinators will identify employment positions and maintain work experience placements as funding permits.

   DOCUMENTATION: project records on file with the New Horizons Supervisor

Table 8 outlines job placements generated and supervised by the learning coordinators. Funding permitted a total of 63 subsidized work experience placements. Seventy-seven youth, or 52 percent, were placed in either unsubsidized or subsidized employment.

Table 8
Dropout/Outreach Work Experience Placements

	Unsubsidized Employment	Subsidized Employment	Total
Casady Facility	0	28	28
Kurtz Facility	14	35	49
TOTAL	14	63	77

F. Private Sector Focus Project

Staff Process Objectives

1. Throughout the program year, the Private Sector Job Coordinator, working on a half-time basis, with the assistance of New Horizons advisors, will assess the eligibility of all potential private sector work experience students in terms of their attendance, school achievement, economic needs, school behavior, and other special needs before they are admitted to the private sector work experience project.

   DOCUMENTATION: copies of Eligibility Assessment Scales and other documenting data for each student on file with the New Horizons Supervisor

Each student had a completed Eligibility Assessment. These records are on file with the New Horizons Supervisor. The objective was met.

2. During the 1990-91 school year, New Horizons staff will work cooperatively with the Private Sector Job Coordinator in identifying, assessing, and enrolling a minimum of 50 eligible youth.

   DOCUMENTATION: enrollment and assessment paperwork on file with the New Horizons Supervisor

One hundred and nine youth were enrolled through the Private Sector Focus Project. The objective was surpassed.

3. Throughout the program year, the Private Sector Job Coordinator will act as a program resource for both unskilled and semi-skilled job openings in the Des Moines area.

   DOCUMENTATION: lists of unskilled and semi-skilled job openings generated bi-weekly, distributed to New Horizons staff, and on file with the New Horizons Supervisor

The Private Sector Focus Project Coordinator distributed lists of unskilled and semi-skilled job openings to program staff on a bi-weekly basis. The objective was met.

4. During the 1990-91 school year, the Private Sector Job Coordinator will identify and maintain at least 50 semi-skilled work experience positions in the private sector.

   DOCUMENTATION: total number of different students employed in the private sector submitted monthly to the New Horizons Supervisor

One hundred percent of the youth enrolled in the Private Sector Focus Project, or 109 youth, were employed during the 1990-91 school year with 96 different job supervisors at 78 businesses. The objective was surpassed.

5. By the end of the program year, the Private Sector Job Coordinator will negotiate three-year commitments from employers representing 60 percent of the employers of the participants enrolled in this component.

   DOCUMENTATION: total number of Private Sector Employment Agreements on file with the New Horizons Supervisor

A total of 30 three-year commitments from employers were filed during the course of the 1990-91 school year. An additional 21 three-year commitments are in effect from the 1989-90 school year bringing the total on file to 51. This represents 65 percent of the employers of participants enrolled in this component. The objective was met.

G. Apprenticeship Project

Staff Process Objectives

1. Throughout the project year, the Apprenticeable Trades Coordinator, working on a one-half time basis, with the assistance of appropriate District staff, will assess the eligibility of all potential apprenticeable trades students in terms of their vocational aptitudes, employability skills and vocational readiness, and other special needs before they are admitted to the Apprenticeship Project.

   DOCUMENTATION: copies of Eligibility Assessment Scales or other documenting data for each student on file with the New Horizons Supervisor

The Apprenticeable Trades Coordinator assessed the eligibility of all of the potential apprenticeable trades students before they were admitted to the Apprenticeship Project. These documents are on file in the program office. The objective was met.

2. Throughout the 1990-91 school year, the Apprenticeable Trades Coordinator, working on a one-half time basis, will identify, assess, enroll and maintain a minimum of 15 apprenticeship students.

   DOCUMENTATION: enrollment and assessment paperwork on file with the New Horizons Supervisor

There were 17 student apprentice enrollees during the 1990-91 school year. The objective was surpassed.

3. Throughout the project year, the Apprenticeable Trades Coordinator will provide appropriate coordination with the Bureau of Apprenticeship and Training.

   DOCUMENTATION: files of all registered apprentices maintained by the Coordinator, with all appropriate time sheets, apprenticeship agreements, evaluations and other pertinent data and on file with the New Horizons Supervisor

The Apprenticeable Trades Coordinator worked cooperatively with the Bureau of Apprenticeship and Training during the 1990-91 school year. Files of all registered apprentices are maintained by the Coordinator and are on file in the New Horizons office. The objective was met.

4. Throughout the project year, the Apprenticeable Trades Coordinator will have at least four contacts with each apprenticeship employer.

   DOCUMENTATION: report of the number of employer contacts on file with the New Horizons Supervisor

The Apprenticeable Trades Coordinator made 68 contacts to 14 employers for an average of 5 contacts per employer. Also, each employer was contacted at least four times. The objective was met.

5. Throughout the project year, the Apprenticeable Trades Coordinator will evaluate each apprentice and assign grades.

   DOCUMENTATION: evaluations and grades on file with the New Horizons Supervisor and grades issued to appropriate school officials

The Apprenticeable Trades Coordinator assigned grades to eight of the 17 student apprentices enrolled in the 1990-91 school year. Eight of the student apprentices were graduated and one of the apprentices was enrolled in June, 1990, and graduated in September, 1990, therefore no grade was assigned. The objective was met.

H. Dropout Demonstration Project

Administrative Process Objectives

1. Throughout the program year, the New Horizons Supervisor, with the advice and approval of the Executive Director of Middle and High School Programs, shall coordinate all funding activity for the New Horizons Program including the Demonstration Project, in conjunction with the various funding agencies, the local district, and any other involved groups.

   DOCUMENTATION: a complete listing of all funding agencies and a record of the expenditures by funding agency and category of expense on file in the office of the New Horizons Supervisor

2. The New Horizons Supervisor, with the advice and approval of the building principal at each operational site, shall define the roles, objectives, and specific duties of all New Horizons personnel, including those identified in this Dropout Demonstration Project, no later than September 30, 1990.

   DOCUMENTATION: a complete listing of such personnel, their roles, objectives and specific duties on file in the office of both the New Horizons Supervisor and the Executive Director of Middle and High School Programs and also on file in the principal's office at each building operational site within which boundaries the personnel perform their duties

3. The Supervisor of Career, Vocational and Industrial Education of the Des Moines Public Schools in cooperation with the New Horizons Supervisor will consult with Learning Center Laboratory coordinators and assist with the supervision of the Alternative High School Dropout Retrieval Component.

   DOCUMENTATION: logs of consulting and supervisory activity on file with the Executive Director of Middle and High School Programs, with copies on file with the New Horizons Supervisor

4. The Supervisor of the New Horizons Program in conjunction with the District's Department of Information Management will complete an evaluation of the School Dropout Demonstration Assistance Program.

   DOCUMENTATION: copy of New Horizons Program Report of Evaluation on file with the Executive Director of Middle and High School Programs by September 30, 1990.

Objectives H1, H2, H3, and H4 are process objectives that monitor the responsibilities or activities of the New Horizons Supervisor. All four objectives were achieved. Documentation for each objective is on file and the necessary activities were accomplished.

I. Dropout Demonstration Project/Computer Laboratory Component

Student Performance Objectives

1. Students participating in the Learning Center Laboratories will improve their basic reading, writing and mathematics skills.

   DOCUMENTATION: completion of prescriptive lessons in the NovaNET math, language arts, and reading curriculum at the 90 percent competency level and pre-and post-testing with TABE (Test of Adult Basic Education)

Three hundred and sixty-five students completed 255 courses in the Learning Center Laboratories at a 90 percent competency level. The objective was met.

2. Students participating in the Learning Center Laboratories will complete a selected course of computer laboratory lessons assigned on an individualized basis to improve basic skills, entry level job skills and career planning skills as documented by records of the completion of these lessons in the Learning Center Laboratory.

DOCUMENTATION: roster of students' names and completion records on file with the Learning Center Coordinators and with the New Horizons Supervisor

Table 9 shows that a total of 365 students were enrolled in 439 computer laboratory courses. Two hundred and fifty-five courses were completed at the 90 percent competency level, 145 were continued, and 49 were dropped. The objective was met.

Table 9

Dropout Retrieval Component Completion

Schools	Number of Students Enrolled in Classes	Total Number of Courses	Courses Completed at 90 Percent Competency	Courses Continued	Courses Dropped
AHS-NORTH	162	203	139	28	46
AHS-SOUTH	203	236	116	117	3
TOTALS	365	439	255	145	49

3. Students participating in the Learning Center Laboratories will develop individual learning goals and objectives related to selected computer laboratory courses and instructional units.

DOCUMENTATION: copies of the learning plans on file with the coordinators of the Learning Center Laboratory

Individual learning goals and objectives for computer laboratory courses were developed for all 365 students. The objective was met.

4. Eighty percent of the students who are assessed as candidates for the GED program will complete the NovaNET curriculum for preparation for GED in cooperation with the Des Moines Area Community College and successfully earn the GED.

DOCUMENTATION: roster of students' names who complete the GED requirements which will be on file with the Learning Center Coordinator and verified by staff of the Community College Urban Campus

Thirty students, 31 percent, passed the GED examination in the 1990-91 school year. Table 10 shows the breakdown of students enrolled in GED preparation courses. The objective was not met.

Table 10
Dropout Retrieval Component
GED Preparation and Completion

Schools	Number of Students Enrolled in GED Preparation Courses	Number of Students Passing GED Examination	Number of Students re-Enrolled in Regular High School Programs	Percent Achieving GED	Objective Met
AHS-NORTH	79	19	4	24%	NO
AHS-SOUTH	18	11	---	61%	YES
TOTALS	97	30	4	31%	NO

J. Dropout Demonstration Project/School Within A School Work Experience Component

The objectives for this component of the U.S. Department of Education Grant are found in Section B, "Work Experience/Supportive Services Component," pages 24-29. The outcome data for these objectives is listed in the SWS Work Experience Program Component response to the objectives.

K. Summer Youth Employment Program - Neighborhood Improvement Project

Performance Objectives

1. Near the completion of the program, 90 percent of the youth interviewed will respond positively to the program.

   DOCUMENTATION: copies of the Participant Interview Form Questionnaire on file with the Program Supervisor

Near the completion of the program, the participant interviews were administered to 42 youth by New Horizons staff not directly involved with the Neighborhood Improvement Project. There was a positive response to all 15 items of the survey. One hundred percent of those interviewed indicated that their work relationship with their supervisor had been good and 98 percent indicated that they would like to be considered for next year's program.

2. Eighty-five percent of enrollees shall achieve job supervisor ratings which are at least average in the areas of work performance and employability attitudes.

   DOCUMENTATION: copies of the Job Supervisor's Enrollee Rating Scale on file with the Program Supervisor

At the end of the project, crew leaders were asked to assess the work performance and employability attitudes of the members assigned to their crew. Responses were submitted for 52 of the youth by crew leaders. Eighty-five percent of enrollees who were rated received job supervisor ratings which were at least average. The objective was met.

Results of the Job Supervisor's Rating Scale were also examined with respect to the specific work categories in which students were rated. The composite percents of positive responses by category are as follows:

Category	Positive Response	Category	Positive Response
Quality of Work	83%	Dependability	83%
Industriousness	83%	Initiative	85%
Punctuality	87%	Cooperativeness	85%
Attendance	79%	Accepts Constructive Criticism	81%
Progress	87%	Courtesy	88%
		Co-worker Relations	94%

3. Enrollees completing the period of summer employment will have an average absenteeism rate (vacations excluded) of 15 percent or less.

DOCUMENTATION: copies of Enrollee Payroll Reports on file with the Program Supervisor

Neighborhood Improvement Project youth completing the period of summer employment had a total of 81 days of project absences. There were 1,693 possible days of attendance, which resulted in a project attendance rate of 95.2 percent and an absenteeism rate of 4.8 percent. The objective was exceeded.

4. Of the enrollees having a career-day, 50 percent will participate in the planned related career development activity.

DOCUMENTATION: copies of Enrollee Payroll Reports on file with the Program Supervisor

One hundred percent or 55 of the project youth participated in a minimum of one career development activity. The objective was exceeded.

5. At the end of the program, 80 percent of the enrollees will have maintained employment throughout the summer period.

DOCUMENTATION: Client Termination Forms on file with the Program Supervisor

Eighty percent or 44 youth maintained employment throughout the program. The objective was met.

6. Enrollees will participate in an orientation session in which staff will discuss health and safety considerations.

DOCUMENTATION: orientation attendance reported by staff to the Program Supervisor

All project enrollees attended the orientation session. The objective was met.

Process Objectives

1. Throughout the summer program, staff will maintain an internal evaluation of the program.

DOCUMENTATION: copies of the Job Supervisor Program Evaluation and Parent Questionnaire on file with the Program Supervisor

At the end of the project, staff were given the opportunity to evaluate the project. A two-part questionnaire was completed by staff regarding the general administration of the program as well as specific aspects of the Neighborhood Improvement Project. There were 14 questionnaires completed. Staff was very positive about the administration of the program. One hundred percent of the staff responded positively to the following statements:

The program seems to be well managed from the top down.
The planning and work accomplished before I started work made my job go smoothly.
I had enough supplies, equipment and support to be able to do my job in an efficient and effective manner.
Most project enrollees received learning experiences that were beneficial to them.
Project enrollees were generally receptive to my supervision.

The Enrichment Day should continue to be offered.
The enrollees are fully able to do the required work.

Sixty-five percent of the staff felt that there was too much paperwork involved with the job.

During the third week of July, all parents of enrollees were mailed a questionnaire asking for their evaluation of the program. Fourteen, 25 percent, returned the completed questionnaires in the stamped addressed envelopes which were enclosed with the questionnaire. Parents returning the questionnaire responded very favorably to the project as a whole. The questions and their responses follow:

		Yes	No	No Response
1.	Is your child's counselor doing a worthwhile job with him or her?	71%	7%	22%
2.	Does your child have meaningful work to do?	86%	7%	7%
3.	Does your child have enough work to do to keep him/her busy on the job?	100%	--	--
4.	Do you think your child is receiving adequate supervision on the job? (If "No," please explain below.)	100%	--	--
5.	Do you think your child is working in a safe environment? (If "No," please explain below.)	100%	--	--
6.	Do you think that the work experience/career exploration received through this program is a valuable part of his/her practical education?	100%	--	--
7.	If the program is offered by New Horizons next summer, would you approve of the same method of operation?	100%	--	--

2. At the conclusion of the seven-week Neighborhood Improvement Project of the SYEP, at least 700 clients will be served by the 60 Neighborhood Improvement youth and 2,100 lawns will be mowed. An additional 26 clients will be served during the course of the summer program as a result of the Model City and Logan Citizens Services Task Force Special Allocation Project Extension and an additional 96 lawns will be mowed during the one-week extension for a total of 726 clients and 2,196 lawns mowed.

DOCUMENTATION: report of the Work Supervisor's Weekly Log of Services on file with the Program Supervisor

A total of 726 clients were served and 3,932 lawns/lots were mowed. The objective was met. During the one-week extensions in the Model City and Logan neighborhoods, 57 clients were served and 98 lawns/lots were mowed.

During the summer of 1991, the Neighborhood Improvement Project provided 13,826 services as identified below:

Trash bagged	875	Mowers repaired	124
Trees trimmed	4,236	Hedges trimmed	2,114
Vacant lots and		Lawns mowed	3,496
Alleys cleaned	436	Lawns raked	684
City-owned lots mowed	420	Newsletters distributed	1,441

3. During the months of June, July, and August, staff and youth workers will cut grass approximately every three weeks, or as needed, from selected city-owned lots which were acquired for redevelopment by the Department of Urban Development.

DOCUMENTATION: report of the Work Supervisor's Weekly Log of Services on file with the Program Supervisor

The objective was met.

Lot Cleanup Project (Southeast/Pioneer Columbus Target Area)

1. At the conclusion of the two-week Lot Cleanup Project, at least 18 lots will be cleared.

   DOCUMENTATION: report of the Work Supervisor's Weekly Log of Services on file with the Program Supervisor

A total of 41 lots were cleared. The goal was surpassed.

L. Summer Youth Employment Program - Private Sector Project

Staff Process Objective

1. By the end of the program, 250 youth will be provided with quality, private sector employment opportunities.

   DOCUMENTATION: copies of Employment Records on file with the Program Supervisor

One hundred and ninety-six Des Moines businesses employed a total of 305 youth in a variety of capacities through the Private Sector Component. The hours of work and rate of pay were determined by the individual employer. The greater Des Moines Chamber of Commerce Federation is primarily responsible for soliciting these positions which generated approximately $362,000 in youth wages. The objective was surpassed.

Student Performance Objective

1. Youth will participate in planned career development activities scheduled throughout the summer.

   DOCUMENTATION: Career Education Component Report on file with the Program Supervisor

Private Sector Component enrollees received instruction in entry-level employability skills such as application and interview techniques, positive work attitudes, co-worker relations and employee performance evaluation. The objective was met.

M. Summer Youth Employment Program - Iowa Conservation Corps/Summer Component

Student Performance Objectives

1. At the end of the project, enrollees will respond positively to the project.

   DOCUMENTATION: results of the Corps Member Assessment of Project form and Crew Leader's Rating Scale, attendance rates, and retention rates on file with the Program Supervisor

Enrollees responded positively to the project: 89 percent indicated that they would return the following summer or were undecided, 94 percent had positive comments about the summer camp, 99.6 percent had positive work ratings, the attendance rate was 97.4 percent, and the retention rate was 91.67 percent. Enrollees indicated that they were positive about: receiving one-half unit of elective credit, learning a variety of skills in the conservation-related area; meeting new people, learning teamwork skills, and having good relationships with adult crew leaders. The objective was met.

2. Eighty-five percent of the Corps members who complete the six-week period of employment shall achieve crew leader ratings which are at least average (one, two, or three) on a five-point scale in the areas of work performance and employability attitudes.

   DOCUMENTATION: Crew Leader's Rating Scale on file with the Program Supervisor

At the end of the project, crew leaders were asked to assess the work performance and employability attitudes of the members assigned to their crew. Responses were submitted for 23 of the 24 enrollees by the crew leaders. Of the total responses received, 99.6 percent were at least average. The objective was surpassed.

3. All Corps members completing the six-week project will have an average absenteeism rate (vacations excluded) of 15 percent or less.

DOCUMENTATION: time sheets submitted bi-weekly and on file with the Program Supervisor

The twenty-four enrollees had a total of 18 days of project absences. There were 696 possible days of attendance, which results in a project absenteeism rate of 2.59 percent. The objective was surpassed.

4. Corps members will participate in the planned related instruction activities scheduled throughout the summer.

DOCUMENTATION: narrative report submitted at the end of the project

Corps members participated in planned related instruction activities as follows: speakers from the Des Moines Parks and Recreation Department, Red Cross, and U.S. Army; and various video tapes and movies on environmental awareness issues. The objective was met.

5. At the end of the project, 70 percent of the Corps enrollees will have maintained employment throughout the summer project.

DOCUMENTATION: project records of termination on file with the Program Supervisor

Of the twenty-four youth in the project this summer, there were two terminations. A 91.67 percent completion rate was attained. The objective was surpassed.

Staff Process Objective

1. Throughout the six-week period, the Corps administrative staff will maintain an internal evaluation of the project.

DOCUMENTATION: project records on file with the Program Supervisor: Agency Evaluation of Project, Parent Evaluation of Project, and Staff Evaluation of Project

Internal evaluations from representatives of State, County and City agencies involved with the project as well as parents of corps members and staff members were received. The results of the questionnaires were positive and are available through the New Horizons Program office.

The Iowa Conservation Corps/Summer Component Final Report which was submitted to the Iowa Department of Economic Development is on file in the New Horizons office and available for review.

N. Summer Youth Employment Program - Operation Paintbrush

Process Objectives

1. At the conclusion of the 18-week operational period, approximately 20 unduplicated households will have received services such as scraping, priming, and painting.

DOCUMENTATION: Operation Paintbrush Approved Applications for Service on file

Twenty homes in the four target areas of the City of Des Moines were painted. The objective was met.

2. At the conclusion of the 18-week operational period, 90 percent of the clients served will have indicated satisfaction with the service.

One hundred percent of the clients served indicated satisfaction on the Client Satisfaction Certificate. The objective was surpassed.

DOCUMENTATION: client signatures indicating completion and satisfaction with service on the Client Satisfaction Certificate

3. A mailing to agencies serving or having contact with unemployed young adults will be completed by April 1,1990.

DOCUMENTATION: recruitment list on file in the New Horizons office

The recruitment mailing was completed by April 1, 1990. The objective was met.

4. A pool of eligible young adults will be identified by May 1, 1990.

DOCUMENTATION: applications submitted to the New Horizons Supervisor

Youth interviews were held the week of May 14, 1990. Youth were selected and began work on May 29, 1990. The objective was met.

5. Eleven young adults will be employed between the period of May 15 through September 14, 1990.

DOCUMENTATION: bi-weekly payroll reports on file in the New Horizons office

Thirteen young adults were employed from May 29 through September 28, 1990. The objective was met.

Performance Objectives

1. Young adults employed to work in the project will participate in an orientation session in which staff will discuss health and safety considerations.

DOCUMENTATION: orientation attendance reported by staff to the New Horizons Supervisor

A safety orientation session was conducted during the first week of the project. The objective was met.

2. Young adults enrolled in the project for at least 10 weeks will attend a minimum of three work skills and attitudes training sessions.

DOCUMENTATION: work session attendance reported by staff to the New Horizons Supervisor

Three work skills and attitudes training sessions were conducted throughout the project. The youth participated in a confidence/team building session at Camp Dodge, a safety session at Edmunds Fine Arts Academy, and individual sessions designed to provide discussion of educational options and career planning. The objective was met.

3. At the conclusion of the 18-week operational period, young adults enrolled in the project for at least 10 weeks shall respond positively to the program as indicated by their individual rates of attendance being 80 percent or better.

DOCUMENTATION: bi-weekly payroll report on file in the New Horizons office

The attendance rate was 77 percent. There were 2,366 hours possible for the five youth who were enrolled for 10 weeks. There were 546 hours missed and 1,814 attended. The objective was not met.

4. Throughout the 18-week operational period, young adult project participants enrolled in the project for at least 10 weeks shall respond positively to the project as indicated by a termination rate of 35 percent or less.

DOCUMENTATION: project termination form submitted by crew leaders to New Horizons Supervisor

Of the five youth who were enrolled in Operation Paintbrush for at least 10 weeks, there were no terminations. Therefore, the objective was surpassed.

5. Eighty percent of young adult project participants who have been enrolled in the project for at least ten weeks will achieve work performance and attitude ratings from their supervisors which are at least average.

DOCUMENTATION: crew leaders will submit an initial and final enrollee rating evaluation to the New Horizons Supervisor

There were five youth who were enrolled in Operation Paintbrush for at least 10 weeks. Ninety-six percent of the overall work performance and attitude ratings were 96 percent average or better. The objective was surpassed.

The Operation Paintbrush Iowa Conservation Corps/Young Adult Final Report which was submitted to the Iowa Department of Economic Development is on file in the New Horizons office and available for review.

Summary of Observations by Supervisor

Through time, the New Horizons Program has been recognized in significant ways:

- •New Horizons work experience strategies were recognized for replication to SWS by successfully competing in national competition with 852 school districts to be one of 29 programs awarded U.S. Department of Education funds.
- •New Horizons received national recognition in 1987 from the National Community Development Association by being presented with the Audrey Nelson Community Development Achievement Award for exemplifying the key aspects of the Community Block Grant objectives.
- •New Horizons was recognized nationally as an innovative program in 1982 when program staff testified before the Republican Research Committee's Task Force on Human Assistance and Support at a hearing in New York City regarding unemployment and successes with New Horizons.
- •New Horizons received a $330,000 grant from the Department of Labor in 1978 to offer a Community Based Education Project which provided additional career development services to economically disadvantaged young people and included work experience and on-the-job training in the private sector.
- •District staff and school board members visited Washington, D.C., in 1968, and initiated the Department of Labor's Work Experience/Career Experience Program Exemption and was the first public school program to offer work experience to 14- and 15-year-olds.

The New Horizons Program is effective in providing alternative education services which include special advocacy counseling, work experience coordination, enrichment activities, and career related instruction to students who are socially, academically, or economically disadvantaged. Many of the young people served by the program have long histories of poor school attendance and need an alternative to the traditional school program. Many of these young people are lacking in self confidence and need additional encouragement and support to stay in school and become more consistent in their school attendance. Therefore:

- Student attendance should continue to be emphasized.
- Efforts should continue to be made to keep students in school.
- The Program Supervisor should continue to work with New Horizons staff and monitor their progress toward meeting program objectives--particularly in the area of job supervisors' ratings of students' work performance and employability attitudes.
- Career related instruction should continue to be strengthened and staff should continue to be encouraged to offer it on a weekly basis.
- Personal contacts with parents of New Horizons students should continue to be monitored and emphasized.
- Recognition of students should continue to be emphasized through newsletter features, certificates, awards, and presentations at public meetings.
- Private sector employment activities need to continue to be developed.
- Apprenticeship opportunities need to continue to be developed.
- Program staff should continue to seek funding for the Handyman/Chore Service, the Dropout/Outreach Project, and the Summer Youth Employment Program
- Program staff should continue to seek funding for the New Horizons Program advisors
- Program staff should continue to develop innovative programming to address the emerging needs of the student at risk

FUTURE PLANNING

The New Horizons Program began in 1968 in response to a crisis of need among young people in the Des Moines inner-city community. New Horizons continues to be responsive to the changing needs of youth and families at risk by actively improving services and structures which involve the entire community:

- personal, vocational, and educational counseling as well as attendance monitoring
- career related instruction
- work experience placement and coordination
- outreach to dropouts
- improvement of housing stock through home remodeling, lawn maintenance, and minor home repairs and chores
- coordination of services with human service agencies

The challenges facing the District in preparing students for future productive lives are myriad and complex. These include preparation for occupations which will require higher skill and education levels; a demand in the labor force for more entry-level workers who have the skills and attitudes that will make them adaptable; the need for innovation in curriculum, structures and schedules to accommodate students in work experience programs; and the need for more career counseling and exposure to the work place prior to graduation. These challenges are exacerbated by the increasing numbers of children, youth, and families who are living under conditions which place them at high risk.

Given the risk factors associated with life in an urban community which are highly correlated with drug and alcohol abuse, teen pregnancy, low self-esteem, dysfunctioning families, minority unemployment and poverty, and family violence, New Horizons will continue to offer identification and assessment of high risk students; work experience strategies; parental involvement; and supportive services.

In addition, the District through New Horizons has received a four-year, continuing grant from the Iowa Department of Education to provide multi-level services which will more comprehensively meet the needs of high-risk students and their families in a coordinated, timely and pro-active fashion within the school setting. This initiative, the SUCCESS Program, is being demonstrated in the Moulton Elementary, Harding Middle, and North High School attendance areas. The SUCCESS Program is being evaluated in a separate report.

In light of the District's accomplishments with the SUCCESS Program, New Horizons staff are in the process of expanding the mission of the New Horizons Program so that staff provide more comprehensive services to the "whole child" within the context of his/her family; more intensive, closely coordinated services for those most in need; and more effective utilization of existing human services within the community.

This expansion of mission would require staff to adopt and/or adapt SUCCESS Program elements. To do this, staff will initially need to be empowered to provide comprehensive services beyond present support services and work experience coordination in areas where students and families evidence the most need. Secondarily, they will need more knowledge about existing human service resources and how to utilize the services of United Way's "First Call for Help" in accessing services. In relation to student and family needs, staff will need staff development experiences related to family dysfunction, human needs, and appropriate staff responses to these needs. Perhaps staff from other programs such as SWS and Guidance and Counseling could benefit from this training.

The District through the New Horizons Program completed a three-year Dropout Demonstration Project in 1990-91 which was funded by a grant from the U.S. Department of Education. One component of this project provided computer laboratories at the two Alternative High Schools. This component utilized computer assisted instruction using a national NovaNET system and is now being continued by the District. The second component of this project provided career related instruction, supportive services, staff consultation, job development and placement, and work experience monitoring to students enrolled in SWS and is now being continued under District Dropout Prevention funding.

Through a grant from the Iowa Department of Education (Job Training Partnership Act and Carl Perkins Vocational and Career Development Act), the District in 1991-92 will be cooperatively offering career development experiences and on-the-job training for selected minority youth in conjuntion with the Homes of Oakridge and Iowa Comprehensive Human Services.

In light of growing numbers of students and families at high risk and the need to expand services, the District has added the position of Grant Consultant whose primary efforts will be directed toward seeking funding to support programs for students at risk.

For the future, it is recommended that the District employ two specialists to confer with principals and site-based councils at all levels regarding programming for students/families at risk in order to address the following issues:

- "What can we do with little or no additional funds to help students at risk in our building?"
- "What services are already in place from human service agencies and/or community service organizations which could help students and families who are at risk and how can we better access them? If our students and their families do not have adequate health and human service programs, why not?"
- "How can our services be more personal and flexible based on the unique needs of our students and families?"
- "How can we better implement the District-level programs for students at risk in our building?"
- "What school structures, i.e., schedule, grading practices, promotion policies, attendance policies, support students, staff, teachers, administrators, and parents in working toward success for all students?
- "What school structures are barriers to students, staff, teachers, leadership, and parents in working toward success for all students?
- "What do staff need in the way of support for attaining their personal success?"
- "What can we do to enhance parent education?"

Employing two specialists to do this work would cost approximately $85,000.